





Anti-bullying Policy

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Headteacher:	
Chair of the Full Governing Body:	
Policy written in house.	

Anti-Bullying Policy

“All bullying, whatever the motivation or method is unacceptable and should not be tolerated. It can affect anyone and we are all potential targets - whether we are adult, child or the bullying is at school, in the community, at work, on line or at home.” (National Bullying Helpline.)

Objectives of this policy

- All governors, teaching and support staff, volunteers, children and parents should have an understanding of what bullying is.
- All governors, teaching and support staff and volunteers should know what the school policy is on bullying, and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Introduction

All children have a right to attend school without fear of being bullied. Any complaint or suspicion of bullying will be carefully investigated and dealt with as appropriate.

Thakeham Primary School is committed to providing a caring, friendly and safe environment for all of our school community so that learning can take place in a relaxed, secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.

What is Bullying in School?

We have chosen to adopt the Anti Bullying Alliance definition of bullying:

“Bullying is the **repetitive, intentional hurting** of one person or group by another person or group where the relationship involves an imbalance of power. It can happen face to face or online.”

Bullying can take different forms. It could include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls

The following types of bullying are also hate crime:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability

What is cyberbullying?

“Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.” (NSPCC)

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Thakeham Primary School takes seriously any reported incident of cyber bullying and will investigate in accordance with policy and procedures.

The school's e-safety policy will operate in conjunction with other policies including those for Computing, Behaviour, Bullying, Teaching and Learning, Child Protection, Data Protection and Security (see separate e-safety policy).

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of possible signs and investigate if a child:

- is unwilling to go to school (school phobic)
- is frightened of walking to or from school and asks to be driven to school
- is reluctant to go out on the playground
- changes their usual routine
- becomes withdrawn, anxious or lacking in confidence
- attempts to run away
- cries at night or has nightmares
- feels ill in the morning
- begins to underachieve in school work
- comes home with clothes or books damaged
- has possessions which are damaged or “go missing”
- has unexplained cuts and/or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong

- is afraid to use the internet or mobile phone
- is nervous and/or suddenly stops looking when text/email messages are received

These signs could indicate other problems but bullying should be considered a possibility and should be investigated.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Strategies for Prevention of Bullying

Bullying is unacceptable behaviour and children need to be aware that to tell their teacher about it is the best form of action to stop it. Our school rules set out behaviour that is acceptable for all the children. Children are made aware of this through curriculum areas such as RSHE and through assemblies. Thakeham Primary School also actively promotes positive values between pupils during anti-bullying week.

See appendix 1 for strategies a child can take if they are being bullied.

See appendix 2 for strategies a child can take if they see someone else being bullied.

There are considerable benefits to tackling bullying effectively including improved:

- School ethos, with strong emphasis on the rights and responsibilities of all pupils
- Pupil self esteem
- Standards of behaviour
- Safety of young people
- Attendance
- Partnerships, communication and trust with all parties

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

The role of the Governing Body

- The Governing Body supports the Headteacher in all attempts to eliminate bullying from the school. This policy makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors termly about the effectiveness of the school's anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the procedures available in the Complaints Policy.

The Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff and volunteers are aware of the school policy and know how to identify report and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy each term.
- The Headteacher ensures that all staff receives sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher ensures that all children know that bullying is wrong. The Headteacher draws the attention of children to this at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss why bullying is unacceptable.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be a part of their behaviour.
- Where bullying is identified in our school appropriate investigation is undertaken.

The Role of the Teacher/Teaching Assistant/MMS

Staff in our school take all forms of bullying seriously. If/when a member of staff becomes aware of any bullying taking place between pupils, they deal with the issue as follows, taking into account the personalities and domestic circumstances of the children to ensure a sensitive, individual response:

- All staff report and concerns regarding incidents of bullying, (or series of events) to the class teacher in the first instance.
- The class teacher refers to the Behaviour Log for any evidence of a pattern of behaviour or any previous Bullying Incident Logs.
- The class teacher ensures the victim(s) is and feels safe.
- Appropriate advice is given to help the victim(s).
- The class teacher listens and speaks to all children involved about the incident separately.
- The class teacher discusses the pattern of bullying behaviour with the Senior Teacher/Headteacher for advice and support and to decide if the behaviour is bullying in line with our definition.
- The problem is identified and possible solutions suggested.
- Appropriate action is taken quickly to end the bullying behaviour or threats of bullying.
- The class teacher reinforces to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied.
- If possible, the pupils will be reconciled.

- The Headteacher informs the parents/carers and they are invited to a meeting to discuss the problem.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- After the incident has been investigated and dealt with, each case is monitored to ensure repeated bullying does not take place.
- Bullying incidents are discussed regularly at staff meetings.
- If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services or police are consulted.
- The class teacher/Headteacher records the incident and outcomes in a Bullying Incident Log (see appendix 3).

General:

- Teachers/TAs/MMS attend training to enable them to become equipped to deal with incidents of bullying and behaviour management.
- Teachers/TAs/MMS attempt to support all children in their role and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Teachers/TAs/MMS receive support in applying the Anti-Bullying Policy through staff meetings/INSET etc.

The Role of Parents/Carers

- Parents/carers should report all concerns regarding bullying to the class teacher in the first instance
- Parents/carers should not attempt to sort out the problem themselves or encourage their child to be 'a bully' back.
- Parents/carers have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be positive member of the school.

The Role of Pupils

- Pupils will know that bullying is not tolerated.
- Pupils should know what to do and who to speak to if they are being bullied, this may be a peer or a member of the School Council in the first instance, though an adult in school should also be told, preferably their Class Teacher or Teaching Assistant.
- Pupils to know what to do and who to speak to if they are aware of others being bullied (see point above).
- Bullying should be discussed regularly by the School Council. The School Council can support the staff in the prevention of bullying.
- To help support the message that bullying is not tolerated through a variety of means, including assemblies, curriculum work and the creation of Anti-Bullying Posters as part of Anti-Bullying Week each year. The key content for these messages is contained in the appendices 1& 2 below)

Pupils who have been bullied will be supported by:

- an immediate opportunity to discuss the experience with a teacher
- reassurance
- continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved

- establishing the wrong doing and the need to change
- informing parents or guardians to help change the attitude and behaviour of the child

Helpful websites:

See appendix 4

Appendix 1

What can you do if you are worried about being bullied?

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay in a group, bullies usually pick on individuals.
- Get away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it write it down?
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline.

Appendix 2

What can you do if you see someone else being bullied? *(The role of the bystander)*

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behavior.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down
- Call a helpline for some advice.

APPENDIX 3 Bullying Incident Log

SECTION A: ALLEGED BULLYING INCIDENT

TARGET	PERPETRATOR
<ul style="list-style-type: none"> • Target Names(s) • Age: • Class: • Year Group: • Gender M / F • Ethnicity: • SEND Y/N • MAP Y/N • PUPIL PREMIUM Y/N • CLA Y/N • Young Carer Y/N • Home Language if not English: • Any relevant home circumstances: 	<ul style="list-style-type: none"> • Target Names(s) • Age: • Class: • Year Group: • Gender M / F • Ethnicity: • SEND Y/N • MAP Y/N • PUPIL PREMIUM Y/N • CLA Y/N • Young Carer Y/N • Home Language if not English: • Any relevant home circumstances:

Member of staff to whom the incident was reported:

Dates of incidents:

Location of incidents:

Incidents: key details (include reference to accounts from target and perpetrator and outline why this is bullying behaviour)

Circle any incidents that apply:

Form: Physical Verbal Emotional Cyberbullying

Type: Race/Religion/Culture Sexual/sexist Homophobic SEND

Other:

Parent/Carer informed – Date: Log completed by:
Date:

Appendix 4

Act Against Bullying		https://actagainstbullying.org
Advisory Centre for Education (ACE)		www.ace-ed.org.uk
Anti-Bullying Alliance (ABA)		www.anti-bullyingalliance.org.uk
Anti-bullying Network		www.antibullying.net
Bullying Online		www.bullying.co.uk
Childline		www.childline.org.uk
Kidscape		www.kidscape.org.uk
NSPCC		www.nspcc.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com